

FORT DORCHESTER ELEMENTARY

5201 Old Glory Lane
Summerville, SC 29485

GRADES PK-5 Elementary School

ENROLLMENT 710 Students

PRINCIPAL Carol Farris 843-832-5550

SUPERINTENDENT Joseph R. Pye 843-873-2901

BOARD CHAIR Bufort Blanton, Jr. 843-873-2901

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
28	20	2	0	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 18 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

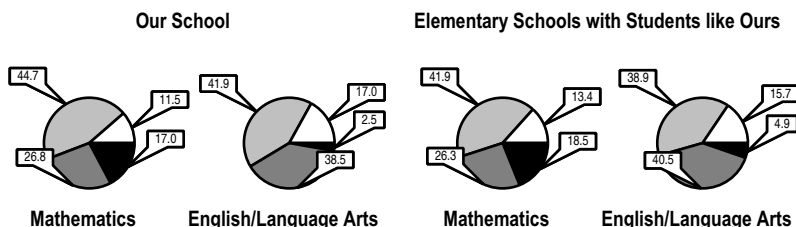
FOR MORE INFORMATION, VISIT WEBSITES AT:




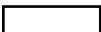
WWW.MYSCSCHOOLS.COM

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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	N/A	N/A	N/A
2002	N/A	N/A	N/A
2003	Good	Below Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	50	97	56
Percent satisfied with learning environment	98.0%	81.7%	88.9%
Percent satisfied with social and physical environment	100.0%	76.0%	70.4%
Percent satisfied with home-school relations	95.7%	89.5%	87.5%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	401	100.0	17.0	41.9	38.5	2.5	41.1	17.6
Gender								
Male	196	100.0	15.8	48.0	33.9	2.3	36.3	17.6
Female	205	100.0	18.2	36.4	42.8	2.7	45.5	17.6
Racial/Ethnic Group								
White	250	100.0	11.3	40.4	44.8	3.5	48.3	17.6
African-American	126	100.0	30.0	47.3	21.8	0.9	22.7	17.6
Asian/Pacific Islander	11	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	10	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	350	100.0	12.8	42.2	42.2	2.8	45.0	17.6
Disabled	51	100.0	52.6	39.5	7.9	N/A	7.9	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	401	100.0	17.0	41.9	38.5	2.5	41.1	17.6
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	400	100.0	16.9	41.0	39.5	2.6	42.1	17.6
Socio-Economic Status								
Subsidized meals	112	100.0	39.2	47.4	13.4	N/A	13.4	17.6
Full-pay meals	286	100.0	8.8	39.8	47.9	3.4	51.3	17.6

Mathematics								
All students	401	100.0	11.5	44.7	26.8	17.0	43.9	15.5
Gender								
Male	196	100.0	9.9	42.7	29.8	17.5	47.4	15.5
Female	205	100.0	12.8	46.5	24.1	16.6	40.6	15.5
Racial/Ethnic Group								
White	250	100.0	2.2	43.9	32.6	21.3	53.9	15.5
African-American	126	100.0	30.9	47.3	15.5	6.4	21.8	15.5
Asian/Pacific Islander	11	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	10	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	350	100.0	9.1	44.1	28.4	18.4	46.9	15.5
Disabled	51	100.0	31.6	50.0	13.2	5.3	18.4	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	401	100.0	11.5	44.7	26.8	17.0	43.9	15.5
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	400	100.0	11.2	43.8	27.5	17.5	45.0	15.5
Socio-Economic Status								
Subsidized meals	112	100.0	28.9	50.5	16.5	4.1	20.6	15.5
Full-pay meals	286	100.0	5.0	42.5	30.7	21.8	52.5	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	144	100.0	11.4	37.1	47.7	3.8	51.5
	Grade 4	129	100.0	23.4	36.9	36.0	3.6	39.6
	Grade 5	128	100.0	17.4	52.2	30.4	N/A	30.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	144	100.0	12.1	46.2	26.5	15.2	41.7
	Grade 4	129	100.0	10.8	38.7	28.8	21.6	50.5
	Grade 5	128	100.0	11.3	48.7	25.2	14.8	40.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 710)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	2.8%	N/A	1.9%	2.4%
Attendance rate	96.0%	N/A	96.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	19.4%	N/A	26.1%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	6.2%	N/A	6.7%	8.0%
Older than usual for grade	1.3%	N/A	0.6%	1.1%
Suspended or expelled	2.0%	N/R	0.0%	0.0%

Teachers (n= 50)				
Teachers with advanced degrees	50.0%	N/A	53.9%	50.0%
Continuing contract teachers	76.0%	N/A	86.6%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	N/A	N/A	88.8%	86.2%
Teacher attendance rate	95.5%	N/R	95.7%	95.3%
Average teacher salary	\$38,693	N/A	\$41,507	\$39,909
Prof. development days/teacher	9.2 days	N/R	10.2 days	11.4 days

School				
Principal's years at school	1.0	N/R	4.0	4.0
Student-teacher ratio	19.4 to 1	N/R	20.7 to 1	18.9 to 1
Prime instructional time	90.2%	N/R	91.3%	89.7%
Dollars spent per pupil*	N/A	N/A	\$5,335	\$5,892
Percent spent on teacher salaries*	N/A	N/A	68.2%	66.6%
Opportunities in the arts	Good	N/R	Good	Good
Parents attending conferences	99.3%	N/R	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The construction of Fort Dorchester Elementary School was completed, and the school opened its doors to students in the fall of this school year. Our name was derived from the neighboring, historic Fort Dorchester. We ended our first year serving the instructional needs of 761 four-year olds through fifth grade students. We are situated in a growing community and expect that the school will quickly reach its capacity of 1000 students. Our 70-member faculty and staff work together to create a friendly, family atmosphere for our students and parents. Our mascot, Glory Gator, was named by our students and was based on the patriotic theme of Fort Dorchester High School.

Fort Dorchester Elementary has strong parent and community support. The outstanding PTA, School Improvement Council and business partners add much to enhance the school's programs and environment. Input from these groups allows us to offer opportunities that make our school a special place for students. Some highlights of our first year, based on support from these groups, include the Open Court reading series, Accelerated Reader program, a basketball court added to our playground and a student awards program.

Funding and blending a diverse faculty from many different backgrounds and experiences are Fort Dorchester Elementary's most critical areas of need. Our district and school have strived and will continue to do our best to shelter students from feeling effects regarding the funding situation created on the state and local levels. We are working to focus our vision as we tap the skills of our 70 skilled faculty members from various areas around the country.

For the 2002-2003 school year, we have worked to implement Open Court and STEPS in the primary grades, a school-wide literacy model and language arts staff development for teachers and support staff. The Open Court reading series, utilized in grades K-2, and STEPS (Sequential Teaching of Explicit Phonics and Spelling) utilized in grades K-3, enhance whole group language arts instruction. Our literacy model supports the vision of student learning on their instructional level through flexible small group instruction. Our on-going staff development focus is an effort to bring a diverse group of teachers together regarding a vision for literacy. It builds on the strengths that teachers brought to the school to create a common goal for our children. These initiatives have been a strong foundation for our teaching and for our students' learning. Our plans for 2003-2004 will include continued efforts in these areas.

We feel that we have completed a successful first year at Fort Dorchester Elementary. We welcome visitors and plan to continue to do our best as we learn and grow.

Carol Farris, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.